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**ISN Contact:** Felicia Cumings Smith, Associate Commissioner

Office of Next-Generation Learners

[felicia.smith@education.ky.gov](mailto:felicia.smith@education.ky.gov)

Follow me on twitter @FeliciaSmith25

*The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.*

## Superintendent Webinar

The most recent Superintendent Webcast was held on **Jan. 24, 2013**. If you were unable to participate in those webcasts, you can access the recording at

<http://education.ky.gov/CommOfEd/web/Pages/default.aspx>.

The next superintendents' webcast is scheduled for Feb. 28.

## ISN Monthly Webcast

The last ISN webcast was **Jan. 28, 2013**. The topics included were standards, Professional Growth and Effectiveness System, and CIITS.

Following is the link to the ISN Webcasts and accompanying power points:

<http://education.ky.gov/school/Pages/ISN-Webcasts.aspx>

The next webcast is scheduled for **March 11, 2013, from 3 p.m. to 4:30 p.m. EST.**

## State of Education – OP-ED piece

Education Commissioner Terry Holliday's recent comments on the State of Education in Kentucky are **attached** for your information. Highlighted in the piece are the accomplishments in implementing Senate Bill 1 (2009), specifically the improvements in college and career readiness and focus on innovation. This piece also highlights the important work ahead with a focus on the statewide implementation of a kindergarten screener, teacher and leader effectiveness system, and closing achievement gaps in proficiency for students across the state. This year, the Kentucky Board of Education also will adopt new science and social studies standards, which will launch statewide efforts to transitioning to these more rigorous standards.

## Kentucky Board of Education (KBE) Update

The Kentucky Board of Education met on Wednesday, Feb. 6. The topics it discussed related to teaching and learning were a Professional Growth and Effectiveness update, Strategic Plan, its legislative agenda, Districts of Innovations and Response to Intervention (RtI).

To view the materials discussed above, go to

<http://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=8157&AgencyTypeID=1>. If you are interested in accessing a recording of the meeting, you can do so at [mms://video1.education.ky.gov/On-Demand2012/KBE\\_12-5-2012.wmv](mms://video1.education.ky.gov/On-Demand2012/KBE_12-5-2012.wmv).

## Unbridled Learning Update

### **Standards Update (KDE CCR and Proficiency Plan Strategy):**

**Next Generation Science Standards:** The second and final public draft of the Next Generation Science Standards (NGSS) was released the first week in January. Achieve encourages all interested parties to review the draft and provide feedback. The NGSS will be completed in March 2013. To read the announcement, go to [www.nextgenscience.org](http://www.nextgenscience.org). Contact Sean Elkins at [sean.elkins@education.ky.gov](mailto:sean.elkins@education.ky.gov) if you have questions.

To support teachers' understanding of the drafts, the National Science Teachers Association (NSTA) has developed a [guide](#) for organizing study groups. An updated guide will be published on the [NSTA standards Web page](#) when the NGSS is released.

### ***Edweek resource: Science Standards Require a Teacher-Learning Rethink:***

There are five principles to consider for supporting professional development for science educators, write Jean Moon, Sarah Michaels and Brian J. Reiser.

<http://www.edweek.org/ew/articles/2012/11/30/13moon.h32.html?tkn=WRCFttF28jRQQk49WKwFA%2B%2BqsU3Qbj4s8rC4&cmp=clp-sb-ascd&intc=es>

### **Social Studies Standards:**

In January, a revision-and-writing team was formed with the initial convening to happen this month. The national framework draft will drive the revision/writing process. This work will be done through July 2013. A review-and-comment period is planned for August/September 2013, with final standards

presented to the Kentucky Board of Education in October. Full implementation of the new social studies standards will occur in the 2014-15 academic year. Contact Charles Hall at [Charles.hall@education.ky.gov](mailto:Charles.hall@education.ky.gov) if you have questions.

#### **Arts Standards:**

The National Coalition for Core Arts Standards (NCCAS) is preparing for a review of new standards in dance, drama, music, visual arts and new media. In January, Kentucky formed a review team by asking educational cooperatives to nominate arts teachers in their area. In February, final selections for the Kentucky team will be made and shared with NCCAS. If you have questions, contact Robert Duncan at [Robert.duncan@education.ky.gov](mailto:Robert.duncan@education.ky.gov).

#### **Use of the IEP Development Guidance to Support Students with Disabilities in Achieving Grade-level Standards:**

The 2012 Guidance Document for Individual Education Program (IEP) Development provides clear instructions and examples for Admission and Release Committee (ARC) members, including chairpersons, teachers, related service providers and parents, on writing standards-based IEPs in Kentucky. Teachers across the state have been trained to use the document to assist them in writing detailed present levels of educational performance and annual goals that meet student needs. The 2012 Guidance Document for Individual Education Program (IEP) Development is to be used in conjunction with local policy and procedure; federal and state law and regulation, including IDEA; the [Kentucky Administrative Regulations](#) (KAR); and the Special Education [Compliance Record Review Document](#). Beginning with the 2012-2013 school year, the Kentucky Department of Education (KDE) expects full implementation of this guidance in IEP development. To download a copy of the IEP Guidance Document and to view the IEP Guidance Document Webinar, go to <http://education.ky.gov/specialed/excep/Pages/IEP-Guidance-and-Documents.aspx>.

For additional information, contact your Regional Special Education Director (Co-op) or Denise Bailey, KDE Diverse Learners branch manager, at (502) 564-4970 or [denise.bailey@education.ky.gov](mailto:denise.bailey@education.ky.gov).

#### **Standards Implementation and Shifts in Practice:**

The adoption and early implementation of the Common Core State Standards for Mathematics and English/Language Arts requires instructional practices for students to reach the intended learning set forth in these standards. The following characterize the instructional practices that should be observed as teachers make these necessary shifts in practice.

In **Mathematics** classrooms:

- **Teaching Less/Learning More:** Focusing on the KEY CONCEPTS and going deep by employing a number of techniques to ensure that you know what the kids know and don't know, and teachers adjusting instruction to meet student needs
- **Emphasizing on the following 3 aspects:**
  - Fluency – speed and memorization around the core ideas/skills
  - Application – make sure students always see the RELEVANCE of the mathematical practices

- Understanding – know which “tools” apply to which problems; look at problems through multiple “lenses”
- **Identifying what may have been happening typically before the new standards and then backing off of those things NO LONGER THERE**
- **Focusing on MASTERY OF THE CORE CONCEPTS at each grade level:** Spending time and resources to ensure mastery
- **Focusing REMEDIATION or INTERVENTIONS on the core conceptual understandings**

In English/Language Arts classrooms:

- **Bringing down the “wall” of reading – particularly in middle school:** Making sure all students are reading/comprehending challenging text vs. substituting “easier” text or bypassing reading altogether (for example, by substituting taped books, etc.). This is what keeps students from attaining high levels of achievement in ALL content areas.
- **Focusing more on informational texts, especially in elementary:** Balancing the reading of informational and literary texts and varying the topics, making sure they are developmentally appropriate
- **Working on content area literacy:** Ensuring all teachers understand their role in helping students understand the discourse, genre and structure of texts in science, history and other disciplines
- **Attending to TEXT COMPLEXITY:** Discerning ideas of more and more complex texts; “We should not be so dependent on leveled readers especially with struggling students,” says Common Core author David Coleman. Students should have adequate exposure to complex, grade-appropriate texts with opportunities for support in reading those texts.
- **Focusing on TEXT-DEPENDENT QUESTIONS:** Across the grades - focus on questions that REQUIRE careful reading of the text (vs. “text-free” – which rely on prior knowledge instead of the actual text)
- **Focusing on WRITING:** Supporting arguments with evidence and narrative writing (to inform) and not just “practicing on-demand”
- **Emphasizing ACADEMIC VOCABULARY** – across the grades and subjects. This helps students understand language better and is especially important for diverse learners (ELs, students in gap populations)
- **Observing students that “read like detectives and write like reporters”** – Students should be used to interrogating texts. This may be possible through questioning the author’s intent, understanding the purpose and audience, and then debating opposing sides to a position taken in a text.

The KDE Regional Content Specialists in both mathematics and English/Language Arts are available to every district, upon request, to support the full implementation of the Kentucky Core Academic Standards. Contact Karen Kidwell ([Karen.kidwell@education.ky.gov](mailto:Karen.kidwell@education.ky.gov)) if you do not know who the content specialist is for your region.

### **Leadership Network Update**

The system of Leadership Networks in Kentucky was designed to build and support educator capacity. The networks were envisioned to bring teams together to learn and to solve problems of practice related to increasing student achievement of more rigorous standards, by emphasizing highly effective

teaching, learning and assessment practices. With capacity building as the goal, the intent has been for KDE to gradually ‘release’ ownership of these content-specific structures and encourage districts to use the expertise of their content leadership network participants to assist in local implementation efforts.

Below are several comments KDE has received from the field exemplifying the support the networks have provided in on-going professional learning aimed at improving educator growth and effectiveness in practice.

*I realize I have been guilty of spoon feeding the students in my math class.*

*Work time was priceless!*

*It feels like Christmas with the wealth of materials on close reading and text-dependent questions!*

*I really benefit greatly from small-group sharing of ideas about topics discussed in the whole group. Thanks for a great day!*

*It is meetings like this that help me gain more knowledge and make me a better teacher.*

During this year, weaving the components of the Professional Growth and Effectiveness System (PGES) has been intentionally emphasized to illustrate the following theory of action:

- if the focus is truly to prepare students for college and careers, and
- if we begin with the right standards, and
- if we ensure that those standards are interpreted the way they were intended, and
- if we work collectively to design effective learning and assessment experiences, and
- when we engage students in those highly effective teaching, learning, and assessment practices,
- **THEN—not only will our students succeed, but we will also be ensuring that all educators have opportunities to grow and are recognized by their significant contributions to their students’ success!**
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One educator reflects on her experiences by stating:

*This network experience is exactly the level of professional development that drives my journey as an educator. I’m saddened to think that after March, it’s over. I worry that after this, there isn’t going to be this level of engagement and challenge that I deeply need. I am extremely grateful for the opportunity to work in this network as it has surpassed its mission year after year.*

Given the strength of the network model, KDE strongly encourages district and school leaders to revisit the local professional learning structures in place. Use the upcoming weeks and months to nail down specific actions that your team will take to capitalize on the wealth of knowledge and leadership skills that you have invested in over the past three years through your district network participants.

Please contact your regional content specialists to help you with those plans. Convene your team of teacher leaders, school leaders and district leaders for a strategy/planning session. Don't let the momentum subside – you are on the verge of greatness!

### **Innovation Configuration Maps: Guiding District Implementation of Common Core Standards**

Innovation Configuration maps were developed by a task force of Kentucky educators with support from Kentucky Department of Education, Appalachia Regional Comprehensive Center at Edvantia, and Learning Forward to align with the four pillars of Kentucky's Leadership Networks. They are offered as a model for other states and districts to use to develop their own Innovation Configuration maps to support district implementation of Common Core State Standards, educator effectiveness, and student assessment.

The Innovation Configuration Maps can be found at [http://learningforward.org/docs/default-source/commoncore/kyccss\\_icmaps.pdf?sfvrsn=2](http://learningforward.org/docs/default-source/commoncore/kyccss_icmaps.pdf?sfvrsn=2).

### **Program Reviews (KDE Proficiency Strategy):**

The diagnostic tools for Program Reviews are live and online at AdvancED at <http://www.advanced.org/kde>.

New this year:

- ✓ 'Check-boxes' of evidence have been removed.
- ✓ Schools will put their identified evidence into a text box.
- ✓ Schools will write supporting rationale linking the evidence to the level of implementation in a text box.
- ✓ Schools will have a separate diagnostic for next steps, where schools can explain how they intend to sustain or build their programs. This tool also has a means to indicate which Program Reviews were focused, in-depth reviews in the event of a school choosing to rotate reviews.
- ✓ AdvancEd will provide an on-line tutorial to assist schools in completing their diagnostic tools.

Schools are reminded to contact AdvancEd with technical concerns in ASSIST. All content-area concerns should be addressed to KDE. Contacts are:

- ✓ General questions and Arts and Humanities: Robert Duncan, [Robert.duncan@education.ky.gov](mailto:Robert.duncan@education.ky.gov)
- ✓ General questions and PL/CS health and physical education: Todd Davis, [todd.davis@education.ky.gov](mailto:todd.davis@education.ky.gov)
- ✓ PL/CS careers questions: Leslie Slaughter, [leslie.slaughter@education.ky.gov](mailto:leslie.slaughter@education.ky.gov), or Matt Chaliff, [matt.chaliff@education.ky.gov](mailto:matt.chaliff@education.ky.gov)
- ✓ Writing questions: Jackie Rogers, [Jackie.rogers@education.ky.gov](mailto:Jackie.rogers@education.ky.gov), or Kelly Clark, [Kelly.clark@education.ky.gov](mailto:Kelly.clark@education.ky.gov)
- ✓ K-3 questions: Rebecca Atkins-Stumbo, [Rebecca.atkins-stumbo@education.ky.gov](mailto:Rebecca.atkins-stumbo@education.ky.gov)

A change has been made to the Arts and Humanities Program Review. The average of 150 minutes of arts instruction found in the bulleted list under Standard 1, Curriculum and Instruction, Demonstrator 1,

characteristic “b” has been moved from the Proficient level of implementation to the Distinguished level of implementation. Additional bullets have been added to the Needs Improvement, Proficient and Distinguished levels of implementation also have been added to help schools to analyze their arts and humanities programs.

Schools are reminded to use the support documents provided by KDE found on the Program Reviews Web page at <http://education.ky.gov/curriculum/pgmrev/Pages/default.aspx>.

- ✓ Working documents for each rubric with expandable text boxes for schools to collect their data prior to entry into the ASSIST diagnostic tools. Information can be copied and pasted from these into the diagnostic tools
- ✓ Reconciliation documents are provided to assist schools in transferring information from the 2011-12 diagnostics into the 2012-13 diagnostics. The 11-12 diagnostics are archived and easily accessible
- ✓ The Guidelines for Program Review Evidence document is provided to give the school’s program review teams guiding questions and suggestions in order to identify quality evidence

Remember:

- ✓ ALL program reviews MUST be entered into ASSIST each year for accountability
- ✓ **June 1<sup>st</sup>** is the **DISTRICT** deadline to submit program reviews to KDE on behalf of their schools. All districts should determine the deadline for schools to submit to the district level for the external review by the district.

### **CIITS (KDE Proficiency Strategy)**

#### **New features in CIITS:**

The latest update to the Continuous Instructional Improvement Technology System (CIITS) includes many new features including Key Performance Indicators (KPIs) showing K-PREP results, improved search for instructional materials, maps illustrating progress on Race to the Top measures and the ability for students to take assessments on an iPad. For more information on the latest enhancements, click [here](#) for CIITS News.

#### **PD 360 Rubric:**

**Attached** is a rubric for your district to use in planning for PD 360 implementation. The rubric covers topics ranging from introduction of the system to building district and school leadership in support of PD360 use. It includes training and professional development planning to help you develop the strongest implementation plan possible. Each of the four levels of professional learning implementation – Emerging, Developing, Proficient and Expert – have specific, easy-to-understand criteria for district participants to achieve.

After you review the rubric, questions may be directed to the School Improvement Network (SINET) at (855) KY-SINET or (855) 597-4638. Ask to speak to the Kentucky Support Team.

### **College and Career Readiness Plan Update**

#### **CCR Advising (CCR Strategy):**

Kentucky is in the seventh year of statewide ILP usage for all students in grades 6-12. In that time, thousands of students have benefitted from identifying personal strengths and career-specific affinities through career, learning style and skill assessments. The class of 2013 graduates will be the first group of students to have the opportunity to use the ILP every year since the 6th grade. This is a major milestone in Kentucky's ILP implementation efforts.

Career Cruising (the ILP vendor) has decided to launch a re-design of the site with an updated look that is reflective of today's digital experts in our schools. The new look has retained all of the features but has better functionality that is faster and easier to navigate, with a "Facebook" feel that students have come to expect.

In addition to the new look, KDE soon will launch a new component to the ILP that will add another component to guide students in setting and reaching goals for adulthood. Career Cruising's online Ability Profiler assessment helps students identify their strengths and understand how their aptitudes and abilities match up with those of individuals in careers that interest them. The Ability Profiler measures six key abilities: arithmetic reasoning, verbal ability, computation, clerical perception and form perception. This new function is for students 16 and older and will be available Spring 2013.

#### **Operation Preparation: March, 2013**

The month of March has been determined as Operation Preparation Month. If you have not already started making plans for Operation Preparation, each district and school is encouraged to do so. Questions about Operation Preparation may be directed to KDE program contact Sharon Johnston at [sharon.johnston@education.ky.gov](mailto:sharon.johnston@education.ky.gov).

The Operation Preparation public service announcements for schools and communities are outlined below. The material may be customized for district and school use and has a blank at the end for this purpose. The other has the ILP website and additional information.

#### **Archived Video Details**

Title: Operation Preparation PSA  
Date: 01/08/2013  
Location: Studio 19, Capital Plaza Tower, Frankfort, KY  
Contact: [Sharon.Johnston@education.ky.gov](mailto:Sharon.Johnston@education.ky.gov)  
Summary: Operation Preparation PSA - blank and tagged version  
Direct video link: [http://media.education.ky.gov/video1/On-Demand2013/OpPrep\\_Tagged\\_PSA.mp4](http://media.education.ky.gov/video1/On-Demand2013/OpPrep_Tagged_PSA.mp4)  
Direct video link: [http://media.education.ky.gov/video1/On-Demand2013/OpPrep\\_PSA\\_Blank.mp4](http://media.education.ky.gov/video1/On-Demand2013/OpPrep_PSA_Blank.mp4)  
The video can also be viewed and downloaded at the KDE Media Portal at <http://mediaportal.education.ky.gov/>. Most workstations, including iPads and smartphones, can view from here.

#### **Career Readiness – From Achieve:**

The economic projections are clear: the majority of jobs – and the vast majority of "good" jobs that pay a solid wage and offer pathways to advancement – require education and training beyond high school. Achieve has a number of reports that further explore the link between a strong K-12 academic



foundation – as articulated by college- and career-ready standards or expectations – and students' ability to access and succeed in the careers of their choice.

- [\*Common Core State Standards & Career and Technical Education: Bridging the Divide between College and Career Readiness\*](#)
- [\*The Future of the U.S. Workforce: Middle Skills Jobs and the Growing Importance of Postsecondary Education\*](#)
- [\*The Future of the U.S. Workforce: The Limited Career Prospects for High School Graduates Without Additional Education and Training\*](#)
- [\*The Future of the U.S. Workforce: A Survey of Hiring Practices Across Industries\*](#)
- *Skills and the Common Core: An Analysis of the Skills Reflected in the Common Core State Standards - Coming Soon!*

A single pathway approach will not be sufficient. Students need opportunities to engage in career preparation while working toward college readiness. This means core courses must be applied and applied courses must be rigorous and incorporate the Kentucky Core Academic Standards. Students need varied entry points – from awareness of careers, to exploration of careers, to career readiness.

The CCR strategies that support the above are:

- Career Readiness Pathways
- College and Career Advising
- Accountability Model

To learn more about the work Achieve is doing around career readiness, please use the link below. KDE encourages district staff to read and share several white papers and documents on the website with their local leaders. The Future of the U.S. Workforce series published by Achieve can be found at [www.achieve.org/career-readiness](http://www.achieve.org/career-readiness)

## **Assessment and Accountability System**

**Anticipated Time Frame for the 2012-13 Data Release:** Individual student performance data from 2013 Unbridled Learning: College/Career Ready for All (as required by 2009 Senate Bill 1) is scheduled tentatively for release to schools in early August. The full accountability report to schools and the public is anticipated to be released in mid-September.

### **K-PREP RELEASED TEST ITEMS:**

The Kentucky Performance Rating for Educational Progress (K-PREP) released test items have been expanded to include the item annotations and instructional resources for reading, mathematics and on-demand writing for grades 3-8, 10 and 11. They can be found at <http://education.ky.gov/AA/items/Pages/K-PREPIItems.aspx>.

### **QualityCore End of Course Constructed Response:**

The End-of-Course (EOC) assessment model has a combined purpose: instruction and accountability. These areas have different needs that must be kept in balance within the program. To keep that

balance, changes to the EOC model must be made.

The QualityCore program offers many instructional resources. However, the constructed-response items in the QualityCore assessment program were unable to add instructional value to the teaching-and-learning process. **Therefore, constructed-response items will shift from state administration to local administration.** Shifting constructed-response items to a local administration will render much more instructional value, student motivation and test security than can be provided at the state level. This change also means a school could move to computer-based EOC testing that provides immediate results for final exams.

**The change will take effect beginning with the Feb. 1 – March 15, 2013, test window.** To support the implementation, a video recording is linked below. The training will focus on Spring 2013 policy changes and test administration. For questions, please contact the Division of Support and Research in the Office of Assessment and Accountability at (502) 564-4394 or [dacinfo@education.ky.gov](mailto:dacinfo@education.ky.gov).

Direct video link: [http://media.education.ky.gov/video1/On-Demand2013/QualityCore\\_1-28-13.mp4](http://media.education.ky.gov/video1/On-Demand2013/QualityCore_1-28-13.mp4)

KDE Media Portal: <http://mediaportal.education.ky.gov/>

Most computers and devices including iPads and smartphones can view/download from here.

## Professional Growth and Effectiveness System (PGES) Update

### Teacher and Principal Professional Growth and Effectives Steering Committees:

The Teacher Effectiveness Steering Committee met on Dec. 3, 2012, and again on Jan. 23, 2013. The agendas and minutes of those meetings are posted [here](#).

The Principal Professional Growth and Effectiveness Steering Committee met on Jan. 29, 2013. The agenda and minutes from the meeting are posted [here](#). The next Principal Effectiveness Steering Committee meeting is scheduled for March 5, 2013. The minutes from this meeting will be posted.

### **PGES Monthly Webcast**

The January PGES monthly webcast took place on Wednesday, Jan. 16, 2013. The focus of the webcast was evidence-based feedback shared in the post-observation conference. Effectiveness coaches Stacy Noah and Ellen Sears presented an authentic scenario of a principal and teacher reviewing evidence recorded during an observation. The coaches connected evidence from the observation to the Framework for Teaching and specific ways teachers can use this information to improve instruction.

**Direct video link:** [http://media.education.ky.gov/video1/On-Demand2013/PGES\\_1-16-13.mp4](http://media.education.ky.gov/video1/On-Demand2013/PGES_1-16-13.mp4)

The [February PGES Webcast](#) provided step-by-step information on preparing for and administering the Student Voice Survey. Additional information can be found on the KDE [Student Voice Survey Web page](#).

The video also can be viewed and downloaded at the KDE Media portal at <http://mediaportal.education.ky.gov/>. Most workstations including iPads and smartphones can view

from here. More information on archived webcasts can be found on the right side of the PGES Field Test [Web page](#).

#### **Using Race to the Top Funds for Teachscape Costs**

Many district/school personnel have been asking about amending your Race to the Top Scope of Work to cover the costs of the Teachscape proficiency certification process. This will be an allowable expenditure of Race to the Top Funds since this process can be linked to the EDS module and implementation in CIITS. Please remember, however, that each of the participating Race to the Top districts signed assurances that they would effectively implement the EDS module of CIITS and agreed to performance measures for EDS. We recommend you budget carefully so as to not be caught without funds for the EDS implementation, especially during the full roll-out year in 2014-2015.

#### **Measuring Effective Teaching (MET) Study Resources for Student Voice:**

As Kentucky continues to research and pilot the statewide Professional Growth and Effectiveness System, the following links and resources (about the inclusion of student voice in a teacher-effectiveness system) have been used and referenced to help guide Kentucky's early implementation efforts:

1. [Asking Students about Teaching Practitioner Brief](#). A 24-page resource for practitioners on student-perception surveys and their implementation in feedback and evaluation systems.
2. [Asking Students about Teaching Summary](#). A two-page summary on the benefits of student-perceptions surveys and on key implementation challenges that must be addressed.
3. [Student Survey Teacher Q and A](#). A one-page interview with National Teacher of the Year Sarah Brown Wessling on how student perception surveys have helped her and her students.
4. Cambridge Education and Tripod survey assessments were used in the MET project analysis as a tool for capturing students' views on their classroom experiences.

#### **PPGES Training Materials: Principal**

During the 2013-2014 school year, the Principal Professional Growth and Effectiveness System (PPGES) will be piloted statewide. Trainings are being held around the state this winter to support the piloting of the PPGES. If you are unable to attend, all materials can be accessed at <http://education.ky.gov/teachers/HQT/Pages/PPGES-Principal-Professional-Growth-and-Effectiveness-System.aspx>.

#### **Teaching, Empowering, Leading and Learning (TELL) Kentucky Pre-Survey Webinars:**

The second statewide administration of the TELL Kentucky Survey will occur March 4-29. It is an opportunity for all school-based educators, including administrators, to voice their perceptions of the working conditions in schools. As in 2011, the intent is to provide schools, districts and the state with data that can be used to enhance school improvement efforts. The web-based survey is voluntary, anonymous and confidential. It includes questions about the use of time, facilities and resources; instructional practices; community engagement; empowerment; school leadership; professional development; and new-teacher support.

A series of interactive, pre-survey webinars were made available Feb. 19-21 from 3:30-4:30 p.m. ET for superintendents, principals and teachers to learn details about this year's survey process and ask questions. Visit [www.tellkentucky.org](http://www.tellkentucky.org) and click on "Pre Survey Webinars" for more information. Kentucky had an 80 percent response rate to the TELL Kentucky Survey in 2011—the goal is 100 percent this year.

In a video on the TELL Kentucky website, Gov. Steve Beshear encourages all school-based, licensed educators in Kentucky to let their voices be heard:

[http://www.youtube.com/watch?v=yDyJRP\\_HEE&feature=youtu.be](http://www.youtube.com/watch?v=yDyJRP_HEE&feature=youtu.be)

To encourage large response rates, the Kentucky Education Association, Kentucky Association of School Administrators, Kentucky School Boards Association and the Kentucky Association of School Superintendents are contributing prize money for weekly drawings. Every school that reaches a 50 percent response rate will be entered into a drawing for a cash award for the school. Schools that reach a 100 percent response rate will be entered into a drawing for a cash award to go to an individual educator. School- and district-completion rates will be posted on the [www.tellkentucky.org](http://www.tellkentucky.org) website after the survey begins.

## **Announcements**

### **Gallup Poll Results:**

The GSP is a new measure that captures the youth voice, a critical but too-often-missing part of the national dialogue surrounding student performance and success. The GSP tracks the hope, engagement and well-being of students in grades 5 through 12 through a Web-based survey administered in the fall of each school year. The poll supplies teachers, administrators and community leaders with actionable and malleable data related to other key achievement measures. Survey results help schools, districts and communities build more effective, holistic strategies aimed at student success and help guide students to college and career readiness.

The GSP adds clarity to the discussion around the purpose and utility of non-cognitive measures and their relevance to student success. The poll measures student hope for the future, engagement with school and well-being - factors that have been shown to drive students' grades, achievement scores, retention and future employment.

Forty-one Kentucky school districts participated in the 2012 survey (21 percent of the total nationwide). Kentucky data reveals students are faring at least as well, if not better, than students nationwide on most measures.

The link to the archived webinar is <http://cc.readytalk.com/play?id=46cf3>.

### **AP/IP Exam Fee Update:**

For several years, KDE has been able to provide funding to pay for Advanced Placement (AP) and International Baccalaureate (IB) exam fees for low-income students, allowing these students to take

exams free of charge. This was made possible through a generous grant from the U.S. Department of Education (USDOE). This year, however, USDOE has informed all state agencies that there will most likely not be sufficient funding for these exam fees. This is still in discussion at a federal level, and KDE probably will not know how much funding, if any, will be awarded for the grant until April. Local schools and districts should be prepared to assist low-income students, as much as possible, in paying for AP/IB exams.

#### **AP/STEM:**

The College Board is announcing the [AP STEM Access program](#), created to increase the number of traditionally underrepresented minority and female high school students who participate in Advanced Placement Program courses in STEM (science, technology, engineering and math) disciplines. A \$5 million grant from Google, as part of its Global Impact Awards to DonorsChoose.org, will make it possible for this program to invite more 800 public high schools across the country to start new AP math and science courses and to encourage traditionally underrepresented minority (black/African American, Hispanic/Latino and American Indian/Alaska Native) and female students who demonstrate strong academic potential to enroll in and explore these areas of study and related careers. The College Board is collaborating with DonorsChoose.org to work directly with AP teachers in qualifying schools to help them obtain the classroom resources and professional development they need to start new courses. The AP Program offers willing and academically prepared high school students the opportunity to study at the college level, enabling them to develop the critical-thinking skills necessary for college success.

## **Upcoming Events**

**2013 Kentucky Center for Mathematics Conference in Lexington, Feb. 25 and 26:** For more information visit <http://www.kentuckymathematics.org/kcmc2013/>.

**Concordia Language Villages** has announced that scholarships are available for its 2013 summer youth (ages 7 – 18) immersion programs. Some scholarships may include travel stipends. The Language Villages has been a leader in immersion language and culture education for more than 50 years and offers one-, two- and four-week residential immersion summer camps in Arabic, Chinese, Danish, Swedish, French, German, Spanish, Italian, Korean, Japanese, Finnish, Norwegian, Russian, English and Portuguese. More information is available at [www.ConcordiaLanguageVillages.org/scholarships](http://www.ConcordiaLanguageVillages.org/scholarships). The deadline for most scholarships is Feb. 28, 2013.

## **Resources**

#### **KDE Newsstand:**

See the various newsletters produced by the Kentucky Department of Education and targeted toward specific audiences at <http://education.ky.gov/comm/Pages/KDE-Newsletters.aspx>.